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| **Grade:11** | | **Course:English III** | | | | | **Unit:1** | |
| **Common Core/Essential**  **Standard #:RL.11-12.4,RL11-12.9,RI 11-12.9,**  **W.11-12.2, SL.11-12.1,L.11-12.3** | | **Description: Focuses primarily on non- fiction prose such as sermons and diaries and some 17th and 1th century poetry. Students look for emerging themes in American literature** | | | | | **Instructional Days: 21 days** | |
| **Learning Targets:**  **Identify emerging themes in early American literature.**  **Explain the Great Awakening and how it affected religious beliefs in Colonial America.**  **Identify and explain elements of Puritan literature.**  **Compare and contrast the experiences of America’s earliest settlers.**  **Explain the role of religion in early American literature.** | | | | **Recommended Resources:**  Prentice Hall : The American Experience  Selected supplementary texts  Lap top computers  Videos | | | | |
| **Essential Terminology: allegory, apostrophe, conceit, covenant of grace, didactic poetry, idealism, lyric poetry, oxymoron, parallelism, pragmatism, sermon, The Great Awakening** | | | | **Online (only links specific to this standard):** | | | | |
| **Essential Readings:”The Earth on Turtle’s Back”(myth);” When Grizzlies Walked Upright”(myth); from…*The Navajo Origin Legend* (legend); “Museum Indians” (essay); “A Journey Through Texas”(non- fiction); from…*Journal of the First Voyage to America”* (journal); from…*The General History of Virginia”* (non-fiction) ; from…*Of Plymouth Plantation(non-fiction); “*Huswifery” (poem); “To My Dear and Loving Husband” (poem); from….*Sinners in the Hands of an Angry God* (Sermon); *The Crucible* (play); *The Scarlet Letter* (novel)** | | | | | | | | |
| **Essential Questions: What historical events shaped Colonial Literature?**  **How was Native American language assimilated into American English?**  **How did the oral tradition affect American Literature?**  **Why are journals and letters important pieces of early literature?** | | | | | | | | |
| **Activating Strategy: KWL charts,**  **Anticipation guides,**  **Post it notes to sort text elements** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Collaborate on prewriting: Take notes on responses and list textual evidences. Can be done as individuals or as groups or partners.**  **Essays examples: “Does Anne Bradstreet’s work typify or differ from other Puritan literature?” Write an essay in which you use three pieces of textual evidence to support an original thesis statement.**  **Contrast the real life of Pocahontas with how she is portrayed in the Disney movie. Give at least three pieces of textual evidence to support your thesis.**  **“ How could contemporary Americans’ approach to religion be traced to Puritan origins?**  **Read  *The Crucible*  and view the movie version. Discuss John Proctor as a tragic figure. Find examples of how Arthur Miller expanded and clarified points in the screen play versus the original play.**  **Select a passage from one of the texts and recite it from memory. Explain where it came from, who wrote it and why it exemplifies Puritan literature.** | | | | | | | | |
| **Literacy Component:** Reading | Writing | | | | Listening & Speaking | | | Language |
| **Summarizing Strategy:** | | | | | | | | |
| **Support for Differentiation:**  ELL | | | EC | | | AIG | | |

Sample Formative Assessment (aligned to Learning Target):